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ABSTRACT

Increasingly numerous and urgent requests for guidelines prompted the preparation of this publication listing the principal responsibilities of the chairman of a high school department of business and distributive education. An attempt is made to recommend criteria for small as well as large schools with realization that the scope of the activities will necessarily vary from school to school. In order to facilitate a chairman's self-evaluation, the various facets of his/her work have been prepared as a checklist. It is noted that the chairman may find it helpful to check those items that he already performs in the course of his duties and to let the unchecked items serve as indexes of new opportunities for service. Following an introduction, the checklist is divided into nine parts: Part I--Preparing for the Opening of School, Part II--Developing the Curriculum, Part III, Improving and Evaluating Instruction, Part IV--Promoting Professional Development, Part V--Establishing and Maintaining Good Public Relations, Part IV--Reporting, Part VII--Department Meetings, Part VII--Recruitment of Teachers, and Part IX--Budget Development. (HD)

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THE WORK OF THE BUSINESS AND DISTRIBUTIVE EDUCATION DEPARTMENT CHAIRMAN

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

In recent years, supervision of the various subject matter fields in the secondary schools has emerged as a major professional function. This stems from an increasing awareness on the part of secondary school administrators of the value of carefully planned staff supervision and leadership.

In most schools, the position of department chairman has been created as a means of implementing this concept. Upon the shoulders of these chairmen falls a many-faceted assignment involving a multitude of responsibilities. In an attempt to assist the department chairman to delineate his responsibilities, this publication has been devised as a manual of procedures and suggestions for business education department chairmen in secondary schools. The list is not meant to be exhaustive but to suggest what may be some of the principal aspects of a chairman's work.

Credit for bringing together the content of this handbook should be accorded Dr. Roswell E. Fairbank, State University of New York at Albany, the coordinator of the project and the designer of the final form of the publication; Mr. Jack Grossman, Grace H. Dodge Vocational High School; Mrs. Hannah Joseph, Syracuse City Schools; and Mr. Bernard A. Shilt, Buffalo City Schools, who also reviewed manuscripts; Mr. Louis R. Rosettie, Division of Occupational Education Supervision, New York State Education Department; and Mrs. Jeanette Schur, Syosset High School. The materials were edited by Mr. John J. Brophy and Mr. Elton T. Murphy, Bureau of Business and Distributive Education, New York State Education Department; and Miss Leda E. Simone, graduate student at State University of New York at Albany. Final copy was prepared for publication by Alvin E. Rubin, Associate in Vocational Curriculum.

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INTRODUCTION

The person designated as chairman of any school department is confronted with a broad range of leadership responsibilities. Such an individual is a key person in helping his staff to grow and become increasingly effective in their teaching activities. The chairman for business and distributive education is no exception; he must be a leader.

The effective chairman must have deep educational, psychologic, and economic insight. His responsibilities may range from curriculum development and staff supervision on the one hand to matters of equipment selection and budgeting on the other. He must be as effective in dealing with the members of his staff as he is in interpreting the business and distributive education program to the local community. He must have a command of subject matter as well as of techniques for inspiring experimentation and innovation. He must be respected for his judgment and, when necessary, have the courage to say "no."

Increasingly numerous and urgent requests for guidelines have prompted the Bureau to prepare this publication listing the principal responsibilities of the chairman of a high school department of business and distributive education. An attempt was made to recommend criteria for small as well as large schools with realization that the scope of the activities will necessarily vary from school to school.

In order to facilitate a chairman's self-evaluation, the various facets of his work have been prepared as a checklist. The chairman may find it helpful to check those items that he already performs in the course of his duties and to let the unchecked items serve as indices of new opportunities for service.

The Bureau of Business and Distributive Education is anxious to receive from chairmen in the field their evaluation of this publication. Suggestions regarding responsibilities presented or that should be included in future revisions will be most welcome.

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Chief, Bureau of Business and Distributive Education

John E. Whitcraft
Director, Division of Occupational Education

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PART I

Preparing for the Opening of School

The department chairman should utilize some of the summer recess in preparation for the opening of school.

Check List of Clerical Routines

Textbooks

_____ Inventorying

_____ Numbering

_____ Ordering

_____ Collecting books not handed in at the end of the June and August sessions

_____ Making textbook price list

_____ Distributing textbooks

_____ Distributing teacher texts and manuals

Supplies

_____ Distributing roll books and plan books

_____ Distributing attendance registers

_____ Distributing duplicating materials

_____ Distributing paper

_____ Distributing standard supplies

_____ Duplicating necessary forms

_____ Pruning files

_____ Distributing keys

_____ Assigning teachers to specific non-teaching duties

_____ Preparing publicity program

Preparing conference schedules

_____ Individual

_____ Department

_____ Committee

_____ Planning assembly programs

Assignment of Teachers

_____ Considers class size, subject difficulties and possible discipline problems when assigning classes to first-year teachers.

_____ Endeavors to place teachers in subject matter field for which they are best prepared, honoring, where possible, the teachers' preferences.

_____ Assigns teachers a minimum number of daily preparations.

_____ In assigning classes, avoids preferential treatment of tenured personnel to the detriment of new teachers.

_____ Where possible, assigns first-year skill subjects to proven teachers.

_____ Endeavors to equalize work load of all teaching personnel.

_____ Where possible, alternate assignment of at least one class per teacher each year.

_____ Makes room assignments after considering the instructional advantages of each facility.

Orientation of Teachers

Formulates an orientation program for the Business and Distributive Education Department which will:

_____ be sufficiently flexible to meet the varying needs of the beginning teacher as well as the experienced teacher

_____ provide an opportunity for a free exchange of ideas

_____ utilize procedures designed to engender a satisfactory adjustment of the new teacher to the teaching environment

_____ provide for a "buddy" teacher for each new teacher to assist him with department procedures in relation to the total school program

_____ provide for a review of district and school handbooks with new teachers

_____ arrange for special department meetings for the orientation of new teachers in conjunction with overall pre-school orientation

utilize part of regularly scheduled department meetings to discuss school routines, including:

_____ awards program

_____ bulletin boards

_____ classroom lighting and ventilation

_____ discipline

_____ extra-curricular and co-curricular activities

_____ field trips

_____ grading policies and reports to parents

_____ lesson plans

_____ machine maintenance and repair policies

_____ nature of student body

_____ passes

_____ requisitioning procedures

_____ room security and housekeeping

_____ teacher observation and follow-up

_____ teacher absences

_____ testing and grading systems

_____ textbooks and supplies

_____ use of audio-visual equipment

_____ visits to other schools

PART II

Developing the Curriculum

The department chairman in working with his staff to plan instruction:

_____ discusses the school's philosophy of education

_____ develops a written philosophy of business education

_____ formulates long-term objectives

_____ surveys the total school curriculum to determine the needs for business and distributive education

substantiates the need for curriculum changes by:

_____ presenting data from professional literature

_____ making use of lay and professional consultants

_____ using survey data

_____ employs democratic procedures in determining course content

_____ explores possible innovations considering philosophy, goals, and methods

_____ establishes time schedules for curriculum projects

_____ pools currriculum ideas and materials

_____ plans pilot programs

_____ obtains the latest syllabuses, guides, and manuals prepared by the Bureau of Secondary Curriculum Development and distributed by the Publications Unit of the New York State Department of Education

_____ makes arrangements for duplication and distribution of pertinent publications and reports

_____ interprets the program to the school, staff, and public

_____ plans the program for continuous evaluation and revision

_____ assists in the development of local policy regarding which students will be enrolled in courses, their ages, ability levels, course prerequisites, and anticipated outcomes

develops written curriculum guides which include:

_____ subject matter content by topics or units

_____ approximate time allocation for each unit

_____ teaching techniques used to present each topic

_____ teaching aids

_____ performance standards expected from the students

evaluates textbooks and supplementary materials after the course of study has been determined. Answers are sought to the following questions:

_____ Which textbook and/or supplementary text material will best assist teacher and students in attaining course objectives?

_____ Are the topics presented accurately, completely, and in logical sequence?

_____ Is the content current?

_____ Is the reading level appropriate?

_____ Are suggested learning activities appropriate?

_____ Are helpful teaching materials provided by the publisher?

_____ Is the format, print, and overall makeup satisfactory?

PART III

Improving and Evaluating Instruction

Classroom visitations are of vital importance in improving instruction. Following is a list of evaluative criteria which might be considered:

General

_____ Discipline and general classroom learning atmosphere

_____ Student participation

_____ Student-teacher rapport

_____ Motivational techniques

_____ Voice, physical appearance, and mannerisms of teacher

_____ Teacher's command of subject matter

Physical Condition of the Room

_____ Ventilation and lighting

_____ Cleanliness and orderliness

_____ Condition of student and teacher desks

_____ General housekeeping details

Seating of Students

_____ Seating charts

_____ Provision for students with physical defects

Chalkboard Routines

_____ Boards cleaned at the beginning of the period

_____ Lesson references are on the board at the beginning of the period

_____ Material distributed on a number of index cards so that it can be divided among several students for placement on the boards

_____ Unfinished business of the previous class is disposed of while the boards are being prepared

_____ Important announcements are read and also written on the board

_____ Solutions at the board are identified by student name

_____ Boards are cleaned by a student assistant

Starting the Period

_____ Teacher is in the room at the beginning of the period

_____ Punctual attendance is enforced

_____ Class begins promptly with the ringing of the bell

_____ Student writes the homework assignment on the board for the remainder of the class to copy

_____ Students record the assignment as soon as they enter the classroom

_____ Student writes the "warm-up" exercise on the board, with the class solving the problems indicated

_____ Teacher observes student work and guides individual students

Handling Assignments

_____ Each assignment is numbered for convenience in checking and crediting

_____ Assignment for the next day is always written on the same board

_____ Work and materials are distributed and collected quickly

Attention to Written Work

_____ All written work bears the regular school heading

_____ Sorting, recording, and filing of the students' work is facilitated by an identification number for each student, a number that appears on all work submitted

_____ Written work is collected systematically by rows upon signal and collated in a predetermined sequence

The Lesson Proper

_____ The teacher is assisted in classroom routines by students

_____ Maximum use is made of the chalkboard

_____ Transition from one phase of the lesson to another is effected smoothly

End-of-Lesson Routines

_____ Lesson summary is made

_____ Work is continued until the bell rings, but not after the bell

Undesirable Teaching Practices

_____ Minimal opportunity for pupil participation

_____ Exercises assigned as "busy work"

_____ Excessive class time devoted to grading papers

_____ Overdependence on textbooks

_____ Insufficient use of teaching aids

_____ Misuse or lack of use of audio-visual aids

_____ Improper utilization of the chalkboard

_____ Insufficient planning

_____ Inadequate concern for individual differences of students

_____ Poor questioning technique

_____ Overuse of teacher's personal experiences

Evaluative Routines

_____ Tests are proofread in advance

_____ Instructions for tests are clear and definite

_____ Work stops on signal and papers are collected systematically

_____ Facility of marking is attained through objective scoring techniques

_____ Graded papers are arranged for expeditious return to the class

_____ Remedial work is expedited through diagnostic testing

The Follow-up Conference

_____ Is scheduled as soon as possible after the observation

_____ Provides an opportunity for sharing information, pointing out strengths and weaknesses, planning for improvement and becoming better acquainted

_____ Gives the teacher an opportunity to explain his methods or procedures

_____ Creates a climate for teachers to question, to improve, and to innovate teaching methods and special projects

PART IV

Promoting Professional Development

The department chairman strives to help his staff develop professionally by:

____ recommending promotion of teachers on merit basis

_____ offering sympathetic counsel and assistance to teachers with personal problems

_____ striving to create good working conditions

_____ explaining grievance procedures

encouraging the use of the department's professional library:

_____ college textbooks

_____ high school textbooks

_____ professional reference books

_____ business and distributive education periodicals

_____ education department publications

_____ encouraging the reading of other professional publications

_____ circulating articles of current interest

_____ promoting membership in professional organizations

_____ providing opportunities in departmental meetings for reporting on topics discussed at professional meetings

_____ encouraging teacher participation in faculty committee work

_____ encouraging teachers to contribute articles to professional journals

_____ encouraging attendance at in-service courses

encouraging participation in:

_____ extension courses

_____ correspondence courses

_____ summer school courses

_____ informal study groups

_____ institutes and lectures held by individual schools and faculties

providing for demonstration teaching

_____ arranges to have superior teachers give demonstration lessons

_____ follows up the demonstration with a conference for evaluative purposes

maintaining a bulletin board for departmental use

_____ separates administrative and supervisory announcements

_____ keeps bulletin board current

_____ posts only brief notices or clippings

_____ uses concrete illustrations

_____ publicizes the names of teachers using specific devices

PART V

Establishing and Maintaining Good Public Relations

The department chairman utilizes every available avenue for establishing and maintaining good public relations. Following are some suggestions for accomplishing this:

Contacts With Businessmen

_____ Institutes a "Business-Industry-Education Day"

_____ Maintains informal contacts with business

_____ Holds a summer position in business

_____ Conducts a cooperative work-experience program

_____ Uses business-sponsored instructional aids

_____ Attends business-sponsored workshops and conferences for teachers

_____ Encourages the development of an adult business education program

_____ Attends and participates in Administrative Management Society Meetings

_____ Encourages participation on advisory committees

_____ Joins business and service organizations

Contacts With Parents

_____ Reports on students' work

_____ Holds a department open house

_____ Publicizes the business education program

_____ Encourages parental visitations

_____ Participates in parent-teacher association activities

Participation in Professional Groups

_____ National, state, and local business and general education association activities

_____ Business education cadet teaching programs

_____ Research studies

_____ Conferences and workshops

Public Relations Through School-Sponsored Activities

_____ FBLA, FSA, DECA, and other youth organizations

_____ Honorary, service, and special-interest clubs in which business students participate

_____ Business and distributive education classroom bulletin boards

_____ Assembly demonstrations by expert typists, machine operators, etc.

_____ Field trips to offices, stores, and plants in the community

_____ Parent-Visitation Day (or Night)

_____ Education-Industry-Business Day

_____ Career Day (or Week)

_____ Observance of American Education Week

Contacts With Students

_____ Maintains an effective instructional program

_____ Provides guidance in planning programs and choosing careers

_____ Establishes a program for recognition of outstanding student achievement

Contacts With Board of Education

_____ Represents the department at board meetings at the request of the chief school administrator

_____ Provides progress reports of the department

Contacts With the School Office, Maintenance, and Service Staffs

_____ Uses selected school offices as learning stations for business education students

_____ Provides information about business and distributive education courses, curricula, and students to the office staff

_____ Issues invitations to visit the business education department during special events

Inter-departmental Relations

_____ Serves on inter-departmental committees

_____ Exchanges professional literature

_____ Exchanges instructional materials and ideas

_____ Arranges for senior business students to act as secretaries for department chairmen

_____ Assists in planning assembly programs

_____ Encourages team teaching

_____ Encourages inter-departmental workshops

_____ Promotes new programs

PART VI

Reporting

The department chairman prepares regular reports for the board of education, advisory committees, guidance counselors, and others.

Board of Education

Prepares progress reports of

_____ teachers

_____ pupils

_____ graduates

Prepares evaluative reports pertaining to

_____ subject matter

_____ teachers

_____ facilities

_____ programs

Prepares follow-up studies of

_____ graduates in office occupations

_____ graduates in distribution

Principal

Prepares reports summarizing department activities

_____ conferences

_____ department meetings

_____ classroom observations

Prepares annual reports on the accomplishments and professional activities of the members of the business education staff

Prepares annual departmental reports pertaining to

_____ textbooks

_____ teachers' schedules

_____ class load

_____ training

_____ experience

_____ size of room

_____ equipment

_____ Regents results

Guidance Counselors

Prepares reports on

_____ students' capabilities in certain areas

_____ student progress

_____ new curriculum developments

_____ policy of the department

_____ follow-up studies of business graduates

Advisory Committee of Teachers

Prepares reports on

_____ salary schedules

_____ sick leave

_____ qualifications and selection of teachers

_____ in-service education

_____ teaching schedules

_____ required courses

_____ refresher courses

_____ enrichment

_____ acceleration

_____ visual materials

_____ promotion policies

_____ public relations

PART VII

Department Meetings

The department chairman takes definite steps to insure the effectiveness of staff meetings. The meetings:

_____ are regularly scheduled with written advance notice

_____ adhere to prescribed time schedule

_____ are conducted in a predetermined location

_____ follow written agenda

_____ include materials which have been prepared in advance

include discussion topics, such as:

_____ correlation of subject matter

_____ building plans

_____ bulletin boards and other audio-visual aids

_____ clubs and awards program

_____ consideration of teacher recommendations and suggestions

_____ course changes

_____ current literature

_____ discipline

_____ field trips

_____ grading and tests

_____ grouping

_____ in-service training

_____ interdepartmental and public relations projects

_____ lesson plans

_____ maintenance of machines and housekeeping

_____ membership in professional organizations

_____ reports

_____ requisitions and budget

_____ teacher observations and complaints

_____ teacher recruitment and substitutes

_____ team teaching and other methods of instruction

_____ textbooks and other instructional materials

PART VIII

Recruitment of Teachers

The department chairman assists the school administrators in the recruitment of teachers by:

_____ urging teachers to stimulate student interest in teaching as a career

_____ encouraging teachers to work toward proper certification

_____ informing members of parent-teacher associations of career opportunities in teaching

_____ suggesting the employment of retired teachers as substitute teachers

_____ notifying college placement bureaus of vacancies

_____ acquainting teacher-preparatory institutions with certification requirements

_____ maintaining a file of prospective teachers

_____ contributing to the school's teacher recruitment brochure

_____ interviewing applicants for teaching positions, when requested

PART IX

Budget Development

The department chairman works with his teachers in planning budgetary requests by:

_____ determining cost of supplies and equipment needed to accomplish the objectives of the business and distributive education program

_____ substantiating needs with supporting data in budget requests

_____ evaluating individual teacher requests in light of total program

considering program expansion or new facilities:

_____ enlisting the cooperation of his teachers

_____ consulting available literature on facilities planning

_____ visiting other schools

_____ consulting with appropriate bureau of State Education Department

_____ confering with architects when requested

_____ establishing a policy of repair and placement of equipment

_____ reviewing final budget with his staff and explaining reasons for changes from original requests

Reference Materials

The department chairman maintains a file of special manuals and handbooks prepared by the Bureau of Business and Distributive Education, New York State Education Department, which may be of value to him when working with local school administrators on curricular and supervisory matters.

_____ An Administrative Handbook for Business and Distributive Education

_____ A Pictorial Guide to Aid in Planning Business and Distributive Education Classrooms and Facilities

_____ Cooperative Work-Experience Programs in Offices, Stores and other Distributive Outlets

_____ Cooperative Work-Experience Manual for Business and Distributive Education

_____ Distributive Education Laboratory Manual

_____ The School Administrator Looks at.....
Cooperative Business and Distributive Education Work-Experience Programs

_____ The School Administrator Looks at.....
Nonvocational, General and Personal-Use Values of Business Education

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Vocational Business Education

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